



Central Elementary School

608 Johnson Rd.
Central, SC 29630

Grades	PK-5 Elementary School	
Enrollment	327 Students	
Principal	Jamie Spinks, Ph. D.	864-397-1400
Superintendent	Dr. Kelly Pew, Ph. D.	864-397-1000
Board Chair	Judy Edwards	864-859-7338

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Good	At-Risk
2012	Good	Average
2011	Good	Excellent
2010	Good	Average
2009	Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

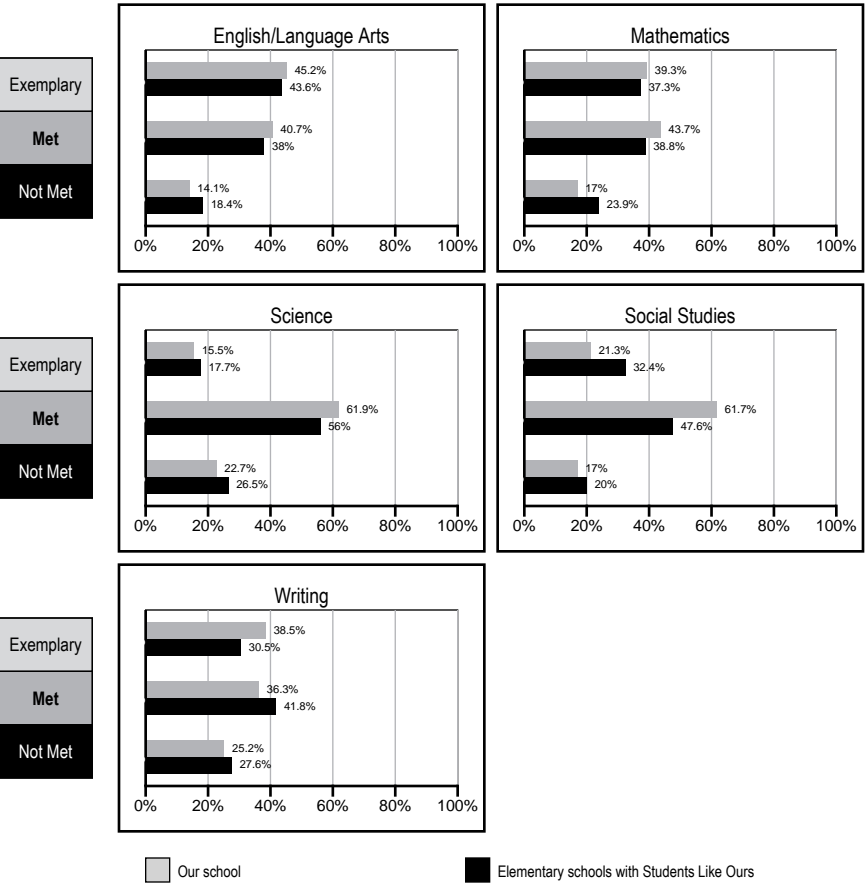
96%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
18	45	53	0	0

* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms	
Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=327)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Down from 1.1%	1.2%	0.9%
Attendance rate	96.5%	No Change	96.2%	96.3%
Served by gifted and talented program	10.9%	N/A	7.6%	7.2%
With disabilities	12.0%	N/A	13.7%	12.4%
Older than usual for grade	1.1%	N/A	2.2%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	56.7%	Up from 51.7%	61.5%	62.5%
Continuing contract teachers	90.0%	Down from 93.1%	85.7%	83.3%
Teachers returning from previous year	91.8%	Up from 88.7%	89.3%	88.3%
Teacher attendance rate	94.4%	Up from 94.0%	94.7%	95.0%
Average teacher salary*	\$49,320	Up 2.9%	\$48,740	\$48,193
Professional development days/teacher	14.0 days	Down from 16.1 days	11.0 days	11.0 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	12.9 to 1	Down from 15.4 to 1	20.1 to 1	20.1 to 1
Prime instructional time	88.3%	Up from 88.0%	89.8%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.7%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,346	Down 0.7%	\$7,239	\$7,364
Percent of expenditures for instruction**	61.0%	Up from 59.3%	68.0%	68.0%
Percent of expenditures for teacher salaries**	58.0%	Up from 56.3%	66.0%	66.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The 2012-2013 school year at Central Elementary was great! Our school provides equitable and challenging learning experiences for students including, reading intervention programs and curriculum like LLI, our Ignite learning class, accelerated math, math intervention, IXL Math and Reading Recovery. Other opportunities to develop learning, thinking and life skills include, our Crews at Work class which is an alternative program for at risk students focusing on both academic and life skills. Our Lower Elementary Montessori class also provides an alternate learning experience for students in 1st and 2nd grade. In order to integrate content and skills with other disciplines our school has created a fulltime STEM lab which all students attend weekly. Interdisciplinary projects include sailboat design, jet toy challenge and Lego robotics. iPads, Nooks, iPods and laptops are used in the classroom as a learning tool. In order to sustain these efforts, we have purchased Chrome books for each classroom. We saw much success as the faculty and staff worked to create engaging educational experiences for all students. Student achievement remained the top priority as teachers utilized a variety of strategies to meet the students at their appropriate level of instruction. Using MAP data, PASS scores, Curriculum Benchmarks, and classroom assessments, our teachers incorporated numerous instructional techniques to offer students as much individualized instruction as possible. School-wide expectations were again established using Positive Behavior Interventions and Supports (PBIS). Tickets were given out for displaying appropriate expectations and students were able to trade them in each week for items in the Cougar Store. This year we also implemented Stephen Covey's 7 Habits to Happy Kids. We would conduct a monthly Cougar Character Breakfast to recognize students displaying the 7 habits. Activities beyond the classroom continued to be part of the instructional program at CES including: Honors Chorus, Cougar News Network, Good News Club, Safety Patrol, Jump Rope team, Track team, Shooting Stars Tutoring, Student Council, Club Edge, and Keep it Movin' running group. Other special events were held throughout the year including: Geography Bee, Artists-In-Residence Week, School Science Fair, Book Fairs, Grandparent's Day, Field Days, and Awards Night. Character education continued to be a priority at CES with students participating in grade-level service learning projects. In addition, our school utilized the Chick-fil-A Core Essential program to assist with character development. Finally, parent and community involvement remained at an all-time high with an active PTO, SIC, and volunteer program. Parents were also involved throughout the year with various Parent Nights held at the school. We had wonderful attendance to our themed nights and parenting classes throughout the year. In addition, business partnerships with local establishments such as Wal-Mart, First Wesleyan "ALIVE" Church, Wendy's, and Lowe's continued.

Jamie Spinks, Ph. D., Principal
Rick Freeze, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	43	36
Percent satisfied with learning environment	84%	90.7%	91.6%
Percent satisfied with social and physical environment	96%	93.1%	92.1%
Percent satisfied with school-home relations	84%	93%	89.5%

* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	93.3
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Central Elementary School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☒ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.9%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.4%	0.0%	No
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
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Grades 3-5

All Students	668.2	656.0	625.5	636.9	100.0	100.0
Male	658.9	655.1	625.7	635.1	100.0	100.0
Female	679.2	657.1	625.3	639.0	100.0	100.0
White	680.1	669.0	637.0	646.1	100.0	100.0
African American	655.2	633.8	600.9	628.1	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	650.9	640.8	610.8	625.6	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	59	100	13.8	31	55.2	86.2
	4	47	100	9.1	43.2	47.7	90.9
	5	50	100	29.2	33.3	37.5	70.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	37	100	14.3	17.1	68.6	85.7
	4	60	100	17.9	42.9	39.3	82.1
	5	47	100	9.1	56.8	34.1	90.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2012	3	59	100	19	51.7	29.3	81
	4	47	100	11.4	40.9	47.7	88.6
	5	50	100	29.2	43.8	27.1	70.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	37	100	17.1	28.6	54.3	82.9
	4	60	100	21.4	51.8	26.8	78.6
	5	47	100	11.4	45.5	43.2	88.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2012	3	30	100	23.3	56.7	20	76.7
	4	47	100	9.1	75	15.9	90.9
	5	26	100	29.2	54.2	16.7	70.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	20	100	15.8	63.2	21.1	84.2
	4	60	100	21.4	66.1	12.5	78.6
	5	24	100	31.8	50	18.2	68.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	29	100	7.1	39.3	53.6	92.9
	4	47	100	4.5	61.4	34.1	95.5
	5	24	100	54.2	16.7	29.2	45.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	17	100	N/AV	N/AV	N/AV	100
	4	60	100	14.3	66.1	19.6	85.7
	5	23	100	36.4	40.9	22.7	63.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	52	100	32	38	30	68
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	38	100	8.8	38.2	52.9	91.2
	4	62	100	38.6	31.6	29.8	61.4
	5	46	100	20.5	40.9	38.6	79.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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